

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

703 KAR 5:140, Requirements for school and district report cards

Applicable Statute or Regulation:

KRS 158.6453

History/Background:

Existing Policy. KRS 158.6453 established the school report card in 1998, well in advance of the national push for reporting school data and progress to parents and the community. 703 KAR 5:140 in its initial form took effect in January 2001 after design, feedback and extensive piloting. The federal No Child Left Behind Act, signed in January 2002, added layers of data and an emphasis upon district rather than school reporting. 703 KAR 5:140 was revised in 2006 to better fulfill the requirements of NCLB and to increase the usability of the card.

Policy Issue(s):

Although the school and district report cards have been available on the Web since the earliest days, the primary mode of publication has been print with its delays for production, printing and mailing schedules, constraints on size and structure, and expense of printing and mailing. In order for the school and district cards to become available early enough in the year to offer guidance for parents and impact on instruction, and for the affordances of Web publication to be incorporated in the design of the cards, the primary mode of publication needs to be the Kentucky Department of Education website. Acknowledging that many interested parents and community members do not yet have easy access to the Internet, school and district report cards will still be available in printed format upon request at schools and district offices.

The major changes proposed in the school and district report cards and their rationales are as follows:

1. Changes the primary means of publication to the Internet rather than printing and mailing, although printed school and district report cards shall be supplied upon request.

Rationale:

- Allows for earliest possible publication of data and narratives
- Allows for updating of data as data quality is improved and/or data become available
- Frees data presentation and explanation from artificial page limitations

- Allows for use of affordances of Web technology
 - Informational/definitional pop-ups
 - Hyperlinks to related data, reports and other information
 - Possibility of interactivity
 - Permits significant economies in printing and mailing of cards
2. Eliminates the requirements for expanded school and district report cards.
- Rationale:
- Saves significant school and district staff time and storage space
 - Eliminates redundancy, since many required documents are now available on the Web and can be easily referenced by hyperlinks
 - Promotes wider parental and community access to a broad range of data that will become available with the completion of current database initiatives. The probabilities of parents locating information on the Web will be much higher than those that they will actually travel to school or district offices and request the large volume of data that is the expanded school or district report card.
 - Allows data hyperlinked with report cards and supporting information to be placed in a much more useful context than discrete reports in a collection of data and documents.
3. Alters the data indicators of teacher quality to remove redundancy and include indicators required by No Child Left Behind:
- Rationale:
- Deletes the data on percentages of classes taught by teachers with major or minor and replaces with percentage of academic subject classes not taught by highly qualified teachers. These indicators overlap and the latter is required by NCLB.
 - Deletes teachers with a masters degree or better and replaces with the professional qualifications of all teachers (bachelors, masters, rank 1, specialist, doctorate) as required by NCLB.
 - Includes data on the percentage of teachers with emergency or provisional certification as required by NCLB.
 - Includes the number of teachers certified by the National Board for Professional Standards, as an indicator of school and district commitment to quality instruction.

Attached is a detailed listing of the proposed changes to the school report card regulation, including page and line numbers.

Groups Consulted and Brief Summary of Responses:

Report card issues have been discussed in depth with the District Report Card Coordinators, school personnel and numerous concerned superintendents, all with a deep interest in the school and district report cards. These changes reflect their wisdom and concerns. These problems and concerns have been presented to the School Curriculum, Assessment and Accountability Council and the District Assessment Coordinator's Advisory Committee. Both groups stressed in the strongest possible terms, the need for the report cards to be available to the parents and public at the earliest possible date each year, the desirability of replacing the expanded report cards with Web-based reports linked to the report cards and the need to offer a simple, "user-friendly" report card, linked to the capability of exploring in depth and breadth, if desired. Neither group was disturbed by the replacement of printing as the primary mode of transmission with the Web, so long as the cards were available significantly earlier and there was the promise that printed cards would be supplied for those requesting them. The Local Superintendents Advisory Council will review the regulation at its next meeting and their input will be reported at the August meeting.

Impact on Getting to Proficiency:

The school and district report cards should be a vital link in the process of developing and maintaining the community's knowledge of the performance of their local schools in comparison with its past as well as other schools and districts throughout the Commonwealth. Ours is a highly mobile society, families locating and relocating statewide make extensive use of school and district report cards in making vital decisions. The early availability each year of accurate, detailed school and district report cards can have an important impact on decision making at many levels. Decisions based upon accurate data always bring us closer to proficiency.

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